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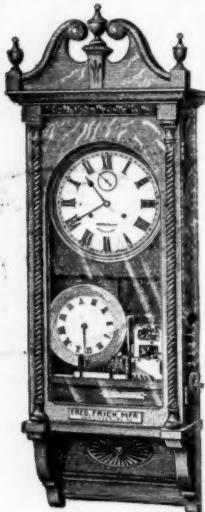
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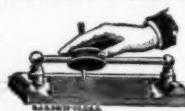
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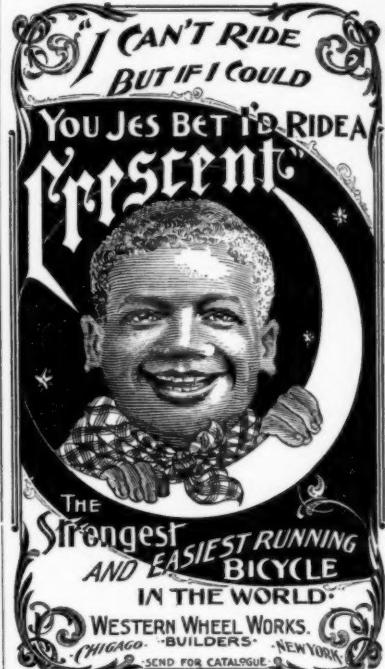
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Vol. LII.

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No. 7

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Horace Mann Centennial.

(MAY 4, 1796—MAY 4, 1896.)

On May 4, 1896, the educational world will celebrate the hundredth anniversary of the birth of the most conspicuous character in the history of the American common school. Indeed, Horace Mann may be justly regarded the father of the pre-eminently American principle of "*Universal Education of the People in Public Schools Free to All*," the principle which forms the key-stone of our common school system. He was the first to proclaim the "*obligation of a state, on the great principles of natural law and equity, to maintain free schools for the universal education of its people.*" Even in New England, whose proud boast it is that slavery was never known there, this idea had never been seriously considered before the Horace Mann era. There were public schools, but no *common school system* in the true sense of the word. The public schools were regarded as mere expedients for those who were too poor to attend private institutions, and received but little support. A study of public education in the time preceding Mann's reform work furnishes convincing testimony that the schools, though maintained by state taxation, were not considered the true conservatories of the "*universal education of the people.*"

Though the labor of Horace Mann was directed chiefly to the improvement of the school system of Massachusetts, his influence was felt in every part of this country, and Great Britain also experienced its power. In 1852 Anson Burlingame could say "Mann's fame is as wide as the universe," and could proudly add: "It was my fortune to hear a debate in London on the question whether the representatives should be instructed in favor of secular education. They voted that they would not do it. But a gentleman then read some statistics from one of the reports of Horace Mann. That report reversed the vote of the common council of London. I never felt prouder of my country."

Horace Mann regarded the common schools as the forces that should—and he was thoroughly convinced that they would—mold the character of the nation. In that famous address, delivered at Syracuse, N. Y., in 1845, to which New York owes the establishment of its state system of free schools, he said: "The child is the

ancestor of those who are to follow, and hence must receive great care in order to transmit civilization and culture onward. The state must shoulder responsibilities for this. In order to fulfil its duty it maintains schools, and, in obedience to the great principles of natural law and natural equity, is bound to make them accessible to all." But he did not only want to make the schools accessible to all, he also wanted them to offer the best that the art of teaching could bring within reach of the pupils. The construction of the school-houses, the apparatus, and the text-books should at all times be the most improved that human skill and money can provide. The teachers should be men and women thoroughly prepared for the performance of their duties, who love the children, and are imbued with the high spirit that should pervade the ranks of the "Legion of Honor," the common school teachers whose work is the noblest entrusted to the hands of man: "*co-operation with God in the elevation of the human race.*"



Method in Education. III.

By E. P. POWELL.

The first duty is to know the child. Our normal schools must make one stride ahead and give us teachers trained to study pupils. The system and the substance are both important—but still more important is the method. Why a lot of youngsters should be set to work, every one to demonstrate the wisdom of the Committee of Fifteen is not comprehensible. Or why others more advanced should be gathered at a college and at entrance each set to glorify the Committee of Ten I cannot see. A curriculum arranged for any school with such absolute wisdom, such immaculate philosophy, is sure to result in dolts.

On the contrary even more mischief must come from offering to each pupil free choice of courses of study for himself. The least of error can come along the line of first studying pupils, and adjusting intellectual discipline as far as possible to individuality. In college I would not allow a lad to matriculate until I could well know him, his needs, and his peculiarities. Then his education should be firmly held to two ends, to develop his powers and to strengthen him where weak. While giving every possible facility to develop genius, he should not be left in other directions insipid or incapable. Specialism is no remedy against routine. The platoon drill is as essential as individual culture. In the lower schools as well as the higher the same law holds good. I have been in kindergartens where teachers were not satisfied if all their apples were not pears, and all their beans were not peas. Uniformity in education is as mischievous as conformity in religion. I have a young friend

whose first two years in college were so near failure that it was a question whether he could be allowed to continue his course. But the third year sent him into the biological laboratory. Here he became at once the ablest worker with the microscope and dissecting instruments in the college. But this was not all. Once on the right track he became a brilliant scholar in every direction. I believe our methods have been too pinched. It is unsafe to rear a family without a workshop. A school should have not only books but tools. I have in mind another person, now a fagged-out, useless creature who was once dragged through the schools on Latin, Greek, grammar, and mathematics. He shrunk out of sight as soon as he could secure liberty. Accidentally going through his barn I came on a most remarkable collection of esthetic birds' nests. It was a collection superior to any I have ever seen elsewhere. I found that this dull creature was absolutely brilliant when touched on ornithology. Had his education been rational he would have become a real power in the world. But the whole effort was to make him a linguist and a mathematician. He should have been first understood, and while his weaknesses were not neglected his power should have been improved.

The difficulty underlying both these cases, which are typical, was not so much the matter taught as the way of getting at it. There was an open door in the soul of each one; and it was nonsense to spend five years battering at the solid wall of their dislikes and distastes. Make a good ornithologist or botanist of a boy, and he wants Latin to use as one of his tools, and will acquire it with surprising readiness. I have a lad who seemed positively dull at books, but so quick at things, that I could not fail to appreciate the fact that he had splendid power. He would not use books till he needed them. First becoming an enthusiastic entomologist he caught up reading with avidity, and his Latin was quickly ahead of his years.

There really is very little to be looked after in method beyond this normal relation of the teacher and pupil—utter freedom for the former to adjust work to the wise making of the man or woman placed in his charge. There are however a few radical errors so general that they should be specified. (1) Education is not intended to act as mental discipline, but as assistance to self-government. The child that is not led to self-government *intellectually* is injured as sincerely as when moral government is from the outside. The mental-discipline idea is satisfied if only the sufferer have sufficient outside pressure and enough hard work. It was my lot to teach in a school whose head-master was the very ideal of a task master. He certainly did compel dullards to learn lessons; he did not secure in them a passion for any study. My conviction is that having well understood our pupil, the next thing is to bring him into such relation to some science that he shall from the informing soul within, work out after knowledge. I have seen even grammar made so fascinating that a dullard became bewitched with it.

(2) The object of education is not to load a brain with knowledge. It is to enable the brain and voice and hands to use knowledge. The end is to make the pupil a creator. From the youngest years therefore I insist on hand culture and head culture going on together. Let the child apply every fact he learns. Synthesis has been almost wholly left out of our common schools in

favor of analysis,—the only exception has been in the composition of language. Drawing should begin at the very beginning of education. Every fact should be seen so as to be recorded. If the boy does not try to make what he sees he has not seen it. I am pleased that children have so much of "the monkey" in them—the imitative faculty. Singing is valuable not merely as singing but as doing what others can do—it is creative. For this reason and the above I make very little of memorizing. Indeed almost nothing should be memorized. When a matter is clearly and fully found out it cannot be forgotten. No damage is greater than that inflicted on the memory. As a rule our schools ruin the power of the child to *use*; to have at hand promptly what he has studied.

(3) But here I come to the third error, which I hold to be as vitally evil as the preceding. Language and the forms of language constitute a very large part of education everywhere. But these are studied apart from the history of human life and thought that control them. I wish my lads to study language as one of the expressions of human evolution. They therefore are set to a study of the history of the progress of man; and when they come to a civilization they stop to examine it; when they come to a language they stop to study it. In this way there is an association of all literature, all life, all thought. The English language in its growth is the growth of a people. Let us study the people. It always was true, it is now more than ever true, that "the proper study of mankind is man." Our contention should therefore be not whether Greek or Latin should be studied, but how language at all should be studied.

It is not difficult to see that my summary of method includes on the part of the teacher study of the pupil; on the part of the pupil the study of the earth, and life on the earth. I make no distinction between nature studies and other studies. Mathematics I make to be man's invention for practical ends. Grammar is made to live as a human invention to sustain social progress. Sanskrit, Latin, German, English, are stages of mankind's progress. History is the story of human evolution. All sciences, all arts are *man* everywhere. In this way I keep my pupils conscious always that they are studying man. This makes school life much like the visit of our boys to the Midway at Chicago, or to any museum. They never tire, are never puzzled to comprehend or remember. Why write down these facts in books to be memorized? Here is what folks have done. The teacher who cannot make all rational studies to live is not a teacher.

Clinton, N. Y.

In My School.

By M. L. TOWNSEND.

I have several classes in my school; the younger pupils learn all I tell the older ones, and get a vast amount of inspiration by noting the interest and hearing their questions and comments. And it is often a surprise to the older ones and myself as well to hear the views of great themes from boys and girls of ten, eleven, and twelve years of age.

The subject of history I take up by means of biographies to give the materials, and then follow the scheme

laid down in THE JOURNAL to build and frame all these materials together. The pupils know something of several hundred people who have lived on this earth, and something of their times and their contemporaries. Among the characters that came up was that of Catherine de Medici; not a lovely character by any means. I attempted to tell them about the Huguenots, and the wars in France, the Renaissance, the Reformation, St. Bartholomew's day, and the Edict of Nantes.

I had an artist-pupil put on the blackboard a monogram and let them look at it without a word being said for two days; to all inquiries I pleaded want of time; mystery helps arouse interest, we all know; several copied it in their note-books; each of the older pupils have history note-books. Finally one of the boys could hold in no longer. "Mr. Townsend, we will stay after school if you will tell us what that monogram means."

They had discovered it was a monogram, you see, without any help from me. I replied that if the problems in A class arithmetic were all solved, I would take the time of that class to explain the monogram—adding, "It has a curious history; it will be looked at by boys in school a hundred years from now, yes, a thousand years."

This did not abate the curiosity that had been aroused—of course I did not intend it should.

On the morrow there was an apparent waiting for something; the younger pupils had asked the A class if they were ready, on the way to school, I learned; but I went on just as usual; probably it was tantalizing that I, a mine of knowledge, would not explode. At last 11.30 arrived and I said:

"Is the A class in arithmetic prepared?"

All hands went up, and the younger pupils breathed freer.

"Then you may take the next ten problems. I engaged, I believe, to explain the monogram on the blackboard if all the class were ready, did I not? (Yes, sir.) I must keep my promise then.

That monogram was made 350 years ago; if you subtract you will find yourselves in the middle of the sixteenth century, that is, about 1545. Let us then roll back the curtain and imagine ourselves in France about that time. The French had just had a great king, Francis! I mean great as a fighter, for until very lately that was considered the only way to be great; but I will add he was great in some other ways. Henry VIII. was king of England, and Francis wanted him as an ally and Henry went over to Calais to see him. Each king had his attendants clad in rich raiment; it was the custom to put on gold embroidery and there was so much of this that the field where these kings met was called the "Field of the Cloth of Gold."

At this time there was another great man, the emperor of Austria, Charles V.; he was the only emperor in those days. Austria was large and powerful in those days; it had many states now belonging to Germany. It was called the Holy Roman Empire—though there was nothing holy about it.

Now I have told you of two of the great actors on the field of Europe and of course you will conclude they fell to fighting. You are correct. I will not tell you about these things, you can read about them. Bear in mind that Francis I., of France, Charles V., of the empire, and Henry VIII., were contemporaries—to that little boy who does not know what that long word means (I do, sir, living at the same time). This Charles had a son, Philip II. He married "Bloody" Mary and she died, and he wanted to marry her sister Elizabeth and sent

the Armada which we talked of two weeks ago. You remember I told you that the boys in the school at Eton had some beams from the Spanish ships that were taken and made into posts for their school-room.

This period of Francis, Charles, and Henry was before the middle of the sixteenth century, that is, from 1500 to 1550. Now let us see what happened next. Francis died, and his son, Henry II., ruled and fought with Charles and his son, Philip II. He made a peace with the latter in order that he might prosecute the Protestants in France. His wife was Catherine de Medici, an Italian woman, and if there ever was a cruel, treacherous creature, in this beautiful world, she was the worst. Some have said she was a Catholic, but it seems more probable she was destitute of any religious convictions of any kind. She loved power and to attain this she would take any means.

Henry and Catherine—now you see the meaning of the monogram; there is an H, a C, a D, and an M. Henry and Catherine de Medici. Yes, this Catherine was a wicked, cruel, treacherous creature; when it seemed to aid her purposes she encouraged the Huguenots; when it seemed to suit her purposes better she incited the Catholics to massacre them. It is believed she made more trouble than any other woman this world ever contained. She surrounded herself with beautiful and vivacious young women, and induced them to beguile men she wished to use or put out of the way.

Her son, Francis II., succeeded Henry II. (the Henry of the monogram); he was a mentally weak boy of sixteen when he became king; while Dauphin—that is the name they gave to the king's oldest son, he married Mary Stuart who became Mary Queen of Scots, and was beheaded by Elizabeth, you know.

He did not live long, and was succeeded by his brother, Charles IX., and the country was still managed by the wicked Catherine. Then a war arose between the Huguenots and the Catholics which lasted eight years. You have heard about the massacre of St. Bartholomew's day; it occurred in Charles IX.'s time, but was ordered by Catherine. A noted Protestant, Coligny, was greatly liked by Charles, and Catherine feared she would lose her hold on the reins of power, and so she ordered every Protestant to be killed; the massacre began August 24, 1572, at midnight, and went on three days and nights. Probably 30,000 were killed.

Charles lived but two years after the massacre, suffering terrible remorse. His brother, Henry III., then was king; still there was turmoil and war; he granted the privilege of worshiping together to the Protestants and this angered the Catholics. You would think it would have been seen to be the true plan as we have it to let every man worship God as seems best to him; but it took the world a long time to find out the best ways of doing things.

The next king was Henry of Navarre, he became Henry IV.; he was a Protestant, but seeing what turmoil would ensue he became a Catholic—that was just 300 years ago. Thomas says he would not have turned Catholic. Perhaps not. But you must remember the Protestant religion is a branch of the old Catholic religion, and if you read you will see that they are more alike than you think; that is the doctrine or belief of each.

This king was a man of ability; Catherine was no longer the ruler; he published a law called the Edict of Nantes, which gave the Huguenots practical freedom of worship.

I began with Francis I., Charles V., and Henry VIII. on the stage, you remember. Who was Francis? Charles? Henry? Then Francis was followed by Henry II., and he had three sons: Francis II., Charles IX., and Henry III. Who married Henry? Where was she from? Her character? What order did Charles IX. make? What about Mary Queen of Scots? Who followed these three weak sons of a wicked mother?

Now the monogram will have a deep historical meaning to you. This is one of the immense advantages of going to school.

Orange, N. J.

Correlation of Studies.

By W. S. SUTTON.

Correlation, according to Webster, means "reciprocal relation; corresponding similarity of relation or law." The Committee of Fifteen, accepting "reciprocal relation" as the fundamental, unifying idea of the term correlation, discusses these four phases of the correlation of studies:

1. That form of correlation which results in such an arrangement of topics and studies that the mutual relations of one topic with other topics, of one subject with other subjects, may be discovered and understood.

No one questions, for example, that the terms, noun, common noun and proper noun are closely related, and that their relations with each other must be identified before any one of the terms can be thoroughly understood. It is evident that these relations can be most easily traced in studying the noun first and then its classes.

The principle governing the order of topics in any study holds good with respect to the correlation of entire subjects. Many teachers, not realizing the relations of language and grammar, not clearly discerning that language furnishes the facts with which the science of grammar is builded, fail to correlate these two subjects, because they reverse the natural order of presentation, language before grammar.

2. That species of correlation which brings together at any stage of the pupil's advancement representatives of all the great divisions of human learning. It is now generally conceded, that in such an arrangement the studies will be mutually helpful. This phase of correlation was not understood by the old-fashioned Delaware teacher, who uniformly refused to graduate pupils from spelling to reading before they were able to spell correctly hundreds of sesquipedalian words and even the supreme test word, ho-no-ri-fi-ca-bi-li-tu-te-tat and-a-bus-que.

3. That kind of correlation that gives to the child such studies as are adapted to his mental powers and are conducive to the symmetrical development of those powers. The second phase of correlation seeks to furnish the pupil with information; the third phase goes a step farther, cultivating vigor and symmetry of mind through the wise use of informational studies. By the second phase, the mind is informed; by the third, it is formed.

4. That form of correlation which develops insight into the civilization in which the pupil must live. This is only a paraphrase of the old maxim, "*non schola, sed vita.*" Every modern teacher believes that the all controlling purpose of the school is to fit the pupil for honorable and successful life, private, social, and civic.

No conflict exists between the third and fourth phases of correlation, the former being the subjective, the latter the objective means for reaching the same result. If we could understand the human spirit as it really is, thoroughly comprehend its manifold powers, and realize its ever present needs, surely the subjects of study would be so correlated as to generate a most powerful and beneficial influence upon civilization. The history of education teaches that the practical psychologist, devoting himself to the study of mental needs, has ever been in advance of the statesman by whom the will of civilization, with respect to education, is formulated into law. It is likewise true, that whatever of civilization is perfectly adapted to the wants of man's spiritual nature, is of a permanent character, and is sure to find its way in suitable form into the curriculum of the school. A perfect understanding of the psychology of man cannot be gained without a study of the civilization he has produced, and this civilization cannot be interpreted aright by man or angel without knowledge of the nature of the being by which it has been produced.

Other phases of correlation cannot be mentioned within the short limits of this paper. Each phase is in harmony with the idea of reciprocal relation, and is reducible to one of the four phases treated by the Fifteen.

SOME CONCLUDING STATEMENTS.

Seeing relations is both the beginning and the end of wisdom. The remembering of ten thousand separate, isolated facts without any appreciation of their mutual relations is valueless, because the worth of each fact and its place in the universe of facts remain unknown. Only when facts are correlated do they possess interest or value. True correlation requires that the mutual relations be easy, not strained; natural, not artificial; genuine, not fanciful.

The genial "Autocrat of the Breakfast Table" furnishes delight upon almost every page, because he reveals his knowledge of the natural relations existing between things of the physical and the spiritual world. In this paragraph he correlates dull things of two worlds, effectively disclosing the use of a class of people not to be despised:

"What a comfort a dull but kindly person is, to be sure, at times! A ground-glass shade over a gas-lamp does not bring more solace to our dazzled eyes than such a one to our minds."

It is only natural, rational correlation that is desirable in the science and the art of teaching.

Houston, Texas.

Paper read before the midwinter meeting of the Texas State Teachers' Association.

Language and Thought.*

"Language is a mode of expression—a means of communicating thought, hence has value only as it is related to thought. The weakness in language teaching is the attempt to treat it as a thing by itself. All good language teaching involves also all good thought-teaching. Whatever enlarges thought should also enlarge vocabulary and nobility of expression. The process is double, and the two must go hand in hand, *viz.*: (1) get ideas, (2) connect these with appropriate words. The aim is to beget in the child the habit of regarding all new income of knowledge as a thing to be set forth in expression.

"Sense training is the source of ideas, hence work in observation and experiment lies at the basis of language teaching. Ideas secured in this way are to be associated with suitable words. These ideas are to grow continuously in clearness, comprehensiveness, and richness.

"They do this by repeated observation, association, and application—hence, observe, associate, and apply.

"The teaching of English appeals to us in many forms—*e. g.* spelling, reading, writing, language-lessons, (so-called) composition, grammar, and literature. All are forms of language work, however, the fundamental element in it all is the composing process—*i. e.* the ability to think in good English. All other forms contribute to this end—they have this for their aim. The silent influence of good literature in furnishing ideals in language and enlarging vocabulary is usually under-estimated. More important yet are the ideals in language which the teacher must furnish in her own expression. It is worth while that the teacher should have abundant faith in these two sources of ideals. In general, language work divides itself into two sections, (*a*) constructive work, which deals with language as an object, (*b*) composing work, which deals with language in the concrete—both are important in a course of training, but they are not of equal importance. One is an aim and outcome, the other is an aid to this end. 'Tis worth while to get clearly in mind that the outcome, the aim toward which all objective study of language tends is composing ability.

"Held clearly in mind this aim will keep the constructive work in close touch with the composing work. When divorced from this aim, it drops into lifeless, joyless, mechanical drudgery—devoid of thought it insults

*From an address by Supt. Elson, of West Superior, Wis., intended to pave the way for a new method of teaching grammar. Mr. Elson's plan is to connect the study of language with thought, and he has already prepared a synopsis to cover two first grades. Part of Supt. Elson's lecture is as follows:

the intelligence of the child and he rebels against it. The reason the so-called language and grammar lessons in the average school are worse than worthless, is because they have no thought in them—they are empty. The test of a language lesson is whether or not it has a thought behind it that is worthy of the child's thinking.

"All language work, therefore, has for its purpose, aim, end, composing ability.

"Composing is a distinct process of the mind. It is the mind's effort at self expression. It has to do with the arrangement and expression of ideas. This proposes ideas, facts, relations, etc., which constitute the raw material of the composing act.

"The raw material is to be worked over, *i.e.*, organized in accordance with a certain purpose.

"To compose, therefore, is to arrange and express what one knows on a theme. But it involves the attendant element of impulse and purpose. Impulse leads to spontaneity, while purpose leads to orderly arrangement. Both are important. With little children, impulse is the inspiration of the moment. It is the natural pleasure of self-expression and the vital element in all composing. Impulse is to be lifted into the realm of definite purpose. This calls for high art in the teacher. Too much emphasis or impulse fails to realize orderly treatment, while too much emphasis on purpose results in cold, formal composition, devoid of spontaneity and therefore of little worth. Compositions to have value must have spontaneity; but as the child advances he must become more thoughtful in his composing, *i.e.*, must be dominated by purpose. Too much writing from formal outlines kills spontaneity and stifles power. In general, the tendency is to write too little under the inspiration of the moment, *i.e.*, under temporary-offered motives and too much from outline. How to establish in the child the appropriate degrees of impulse and purpose is the essential difficulty in composing teaching. Two kinds of practice will be of service here. (1) Frequent practice in composing under the inspiration of the moment, *i.e.*, under various kinds of temporary interests of the children. (2) Practice in writing longer and more formal compositions, requiring richer and fuller knowledge of the subject, and following more or less definite outlines, but at less frequent intervals. The first, aiming at spontaneous efforts, will yield rich gems in narration and description, and will give a ready command of English and an easy and graceful style of expression; while the second will show more reflection, less spontaneity, and a more orderly sequence of topics in which purpose appears as the controlling force. This does not mean that spontaneity is not to be sought in the more formal composition, indeed, it is always a vital test of merit in a composition—its absence means failure.

"In a general way one exercise per week of the first kind occupying the regular language period of that session will not be too much; while probably the more formal compositions should be prepared, one in two or three weeks—making in all probably fifteen during the year.

"Unconscious at first, impulse and purpose are in time to become clearly conscious forces, the person able to produce and reproduce them for himself. They then cease to be external to the writer, and become vital, personal forces. In this condition the person no longer needs a teacher of composition, but the interests of life furnish the occasions and he sets his own purposes and creates his own impulses. He has become not only self-active, but self-directive, and is therefore an educated person.

"That which distinguishes the artist teacher from the artless one is the ability to realize in the child the proper adjustment of these vital forces in the composing act. This involves the question of interest—inspiration is born of interest in the theme. How to secure a genuine interest on the part of the children is the essential question. That which is the vital point in all instruction becomes, then, the fundamental requirement in composing. It is hardly possible to help at this point by suggestion, but the earnest teacher will somehow, in

some way, bring about the occasion, the suggestion, which touches some inherent interest in the child and the magic work is wrought—a genuine composition is the result.

"Finally, language is the result of culture—it is the mark of good breeding—its use is a habit. One's language is always on exhibition. It cannot, like Sunday clothes, be put on and thrown off at will. No other subject in the school course approaches it in value. To get good results in English, is to have a good school. To fail here is, in a greater or lesser measure, to make a failure of the school."



"The Witness of the Teacher."

In the *Atlantic Monthly* for March will appear an article by Dr. G. Stanley Hall, called "The Witness of the Teacher." The article is made up from a great mass of correspondence collected from teachers all over the country. The following interesting extracts are printed from advance sheets :

POLITICAL SUPERVISION.

"Nowhere has there ever been, to my knowledge, so clear and forcible a presentation of the evils of subjecting schools to political officers who are nearly lowest in the scale of political preferment. It is worst of all when not only city and state superintendents, but even normal school principals must look to politics for a continuance in office. As long as this lasts appointment can not be wisely made, tenure is not by merit, and the value to the community of every dollar of school money is greatly depreciated. The moral influence of such a system is wholly bad, not only upon the community, but on every part of school work and on every person connected with it. It hurts the pupils most of all. The difference between a good and a fairly good teacher, to say nothing of a bad one, is incalculable, but, like all things of the soul, inappreciable to the general public. There are schools in my city, and other cities in my state, where I should prefer two years of schooling for a child of mine to four years in another school where the public makes little or no discrimination. The reforms needed, in my judgment, are, that the power of appointment and also of removal be given into competent and responsible hands: that school boards be elected on tickets at large; that with advancement up the grades should go increase of pay, permanence and dignity, but that good teachers in all grades should be paid more than poor teachers in any grade; that there be a great but gradual increase of special teaching as pupils pass up the grades; that the selection of text-books be placed in expert and uncorruptible hands; and, finally, that the functions of formal examinations be greatly reduced.

A TRIBUTE TO FEMALE TEACHERS.

"Mr. Hewes has shown that the average salary of the American teacher, counting fifty-two weeks to the year, is \$5.67 per week for such male teachers as remain in the ranks, and \$4.67 for female teachers. "As a partial index of the disposition of our population to our public school system" this is not reassuring. The highest average salary, according to the report of the commissioner of education, is \$1,181 per year in Massachusetts, and the lowest \$213 per year in North Carolina. "The average pay of teachers in our public schools furnishes them with the sum of \$5 a week for all their expenses." In 1885 salaries were higher than they are now, but in 1889 the average salaries of American teachers were lower, so that, on the whole, we are just now improving. The \$95,000,000 spent in this country for teachers in the public schools every year must be divided among 368,000 teachers,—more than twice as many as in any other country of the world.

"Although these figures take no account of the fact that many rural teachers are engaged in other vocations a large part of the year, they are appalling enough. And the reason for the displacement of male by female teachers, until in many parts of the country the former seemed doomed to extinction is apparent. At present, the American school system as a whole owes its high quality in no small measure to the noble character, enthusiasm, and devotion of women who make teaching not only a means of livelihood, but in addition thereto a mission service of love for their work and for children. To increase this love is to increase the best part of their services, and to diminish it is to degrade it to mere drudgery and routine. As the culture of women gradually rises, it becomes more and more evident how unjust have been the discriminations against them in this field, where in higher and higher grades of school work their services are becoming no less valuable than men's.

UNTRAINED TEACHERS.

"It is well known that many young men teach as a makeshift

for a few years, with no thought of making teaching a life work. They do so to pay college debts or get money to study further, or to acquire the means for entering one of the other professions. Other statistics have shown that nearly one-third of the teachers in many sections of the country change their vocation every year. The fact that so small a fraction of the teachers in the public schools have had any normal or professional training shows, also, how few regard it as a life work. Of the \$95,000,000 paid for salaries of teachers for 15,000,000 children in this country, a large proportion is thus spent upon untrained and unskilled teachers who have little interest in making their work professional. No business could ever succeed or was ever conducted on such principles, and when we reflect that the 'prentice hand' is here tried upon human flesh, blood, and souls the waste in all these respects is appalling. Those who claim that teaching can be learned only by experience are in part right, but even the school of experience is wretchedly inadequate in this country. Moreover, on the whole, it is the best teachers who leave. Here we are far behind other countries. It is only when a teacher has mastered the details of government and method that good work can be done."

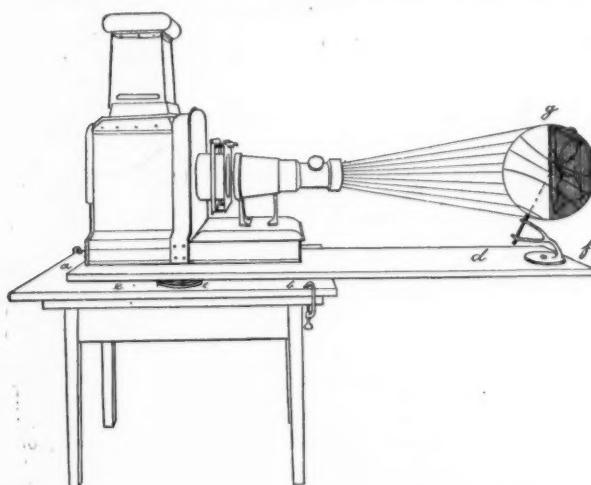
Dr. Hall's paper will furnish food for serious thought.



Demonstration of the Seasons.

If the experiment is to be made in the daytime the room must be well darkened. The pupils should have previously become acquainted with the position of the north star. Something to represent this star may be placed on the wall of the room at about the proper elevation. Seat the class in a circle leaving a central space of at least eight feet in diameter. In the center of this place a lamp on a small table, to represent the sun. Have a pupil carry a globe and march around the lamp to represent the annual revolution of the earth. After a few times around have the pupil stop on the north side of the circle and call attention to the fact that the north pole of the earth always points toward the north star. Then require the pupil to carry the earth in its orbit keeping his face and the north pole of the earth toward the north star. Now substitute part of the apparatus as described below:

A board *ab* is to be clamped to the table. The board



cd is five or six feet long, according to the requirements of the lantern lens. Through a wooden wheel, *e*, which is six or eight inches in diameter, a screw pivots the board *cd* on to *ab*. The globe is then fastened to a wooden block, *f*, which is screwed to the board *cd*. As this board is turned about on its pivot at *e*, the base of the globe, *f*, is constantly turned to keep the pole of the globe pointing toward the north star. The ordinary lamp may be at first set on the board at *e*, to represent the sun. The shadows will show faintly on the globe. Now propose to the class that we darken the sun on all sides, but that toward the earth, so that we may see more clearly just how it shines on the earth. Substituting the magic lantern for the sun will then seem the natural expedient. Then the shadows on the globe will be very sharp. Start with the board *cd* pointing toward the north. Place a small paper wad on the part of North America where we now live. Have a pupil revolve the globe slowly on its axis from left over toward the right, and have the class notice whether the paper wad travels through a greater distance of darkness or light. The longer night will be very apparent. At what time of year is that? Yes, winter. Propose to call it December. Put a small paper wad on the globe at *g*, just at the edge of the shadow. Then turn the board *cd* on its axis to the left or west, at right

angles to the first position, having one of the pupils turn the block *f* to keep the earth's pole toward the north star all the way. Then notice that the sunlight goes beyond *g*. The sun is coming northward. Revolve *cd* another quarter way around the circle, having a pupil keep the earth's pole carefully toward the north star. The sun now shines way beyond *g*. The paper wad that represents us on North America now travels through far more light than darkness in the daily revolution of the globe. There is midsummer. When the board *cd* is turned at right angles again, or to the third quarter, the sunlight will be seen to creep southward on the globe. The board *cd* being brought back to its starting point, the sun's light will be found to again reach only as far north as *g*, and our spot on North America will again have a long night. Repeat this revolution of the earth about the sun by quarters till the observations above mentioned are fully noted by the class. Then have the globe revolve about the sun naming each month, and noticing the sunlight as it creeps northward for the first six months, and then southward for the remainder of the year. In daily meteorological observations the class should be noting the progress of the real sun. The lantern and globe apparatus may be brought out from time to time for comparison.

With older pupils this apparatus may be made to illustrate much more. How on March 23, to an observer at the north pole the sun seems to travel around the horizon, and from day to day mount higher, etc., may be shown much more realistically than by diagrams or by any globe furniture. The mystic ecliptic will flash out vividly. The earth's zones will appear as realities. Some certain progress toward the attaining of geographical and astronomical concepts will have been made.

FREDERICK B. RIGGS, M. A.
Santee Agency Normal School, Neb.

Correspondence.

1. What is the indebtedness of the United States, Austria-Hungary, and Great Britain? 2. Name the members of the president's cabinet.

E. C. S.

1. United States, \$1,717,481,779.90; Austria-Hungary, \$2,866,339,539; Great Britain, \$3,350,719,563. 2. Secretary of state, Richard Olney, of Massachusetts; secretary of the treasury, John G. Carlisle, of Kentucky; secretary of war, Daniel S. Lamont, of New York; attorney-general, Judson Harmon, of Ohio; postmaster-general, William L. Wilson, of West Virginia; secretary of the navy, Hilary A. Herbert, of Alabama; secretary of the interior, Hoke Smith, of Georgia; secretary of agriculture, J. Sterling Morton, of Nebraska.

Is it a fact that the stone taken by Edward I. from Scotland is still used in the coronation ceremonies in England? This has been scouted by a Scotchman and termed a myth.

MYERS ALDON.
Dayton.

It is no myth. Edward made all the Scotch noblemen swear fealty to him, thus uniting the two kingdoms. And to show that the Scotch kingdom had come to an end he carried off to London the royal regalia and the Stone of Scone upon which the Scotch kings had been crowned from time out of memory. The Scotch believed this was the stone on which Jacob had slept at Bethel, relying on legends to this effect. This stone was taken to Westminster Abbey and there made to form the seat of a throne chair which to this day is used in the coronation ceremonies of English sovereigns. This inscription is on it:

"Should fate not fail, where e'er this stone be found
The Scots shall monarch of that realm be crowned."

James VI. of Scotland was crowned on this stone, becoming King James I. of England.

Who are the Uitlanders referred to in dispatches from the South African colony. I am always glad to get a copy of THE SCHOOL JOURNAL which my teacher takes; we are called on to state interesting things and I find the best things in it.

M. HARTSHORN, a grammar school pupil.

The Dutch are the governing parties in the Transvaal; but the gold mines bring a great many foreigners there—mainly English; these the Dutch call Uitlanders meaning outlanders—or people from outside.

THE SCHOOL JOURNAL.

Established 1870. Published weekly at \$2.50 per year, is a journal of education for school boards, superintendents, principals, and all teachers who desire to have a complete account of all the great movements in education.

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E. L. KELLOGG & CO., 61 East Ninth street, New York.

Letters.

Higher Ideals.

A recent writer on education said : " Given Aristotle and he produced Alexander ; " as much as to say, " Go thou and do likewise." He might have shown, too, that the example of Alexander inspired Cæsar, and that of Cæsar inspired Napoleon.

Surely, if Aristotle was responsible for these monsters or any one of them, it would have been better for the world had he died in the cradle. This tendency to deify crowned or titled malefactors is a legacy handed down from effete scholasticism. This deplorable spirit tainting modern civilization is a relic of paganism—a shade of idolatry.

Alexander was not to blame. The miserable wretch was born with abnormal criminal tendencies. He lived in a barbarous age, became a robber, drunkard, murderer, and died of delirium tremens. History says he was a genius. So is a hyena, else how could it get its prey ? In truth, Alexander possessed not genius, but that low cunning common to the snake and the devil.

It is lamentable as remarkable that teachers will hold up as shining examples of greatness the most treacherous criminals of all time.

Monstrous ideals distort one's notions of life. The child is often led to infer that heroism is the taking of many lives, and murder the taking of a few. We need higher ideals. The magnitude of murder cannot become great enough to make it heroic. Nor is the soldier necessarily a hero. Any one can face gleaming bayonets and belching cannon, when the band is playing and a nation stands ready to applaud, but it takes a higher heroism—a sublimer courage—to defend, in life's battle, the poor and down-trodden, and to face public opinion and public scorn. Men who would stand firm as the Rock of Gibraltar before ten thousand pointed rifles would cower and quake before as many pointed fingers.

Portage, Pa.

WILL SCOTT.

The Old and the New.

It is often said in my hearing that the teaching forty or fifty years ago was more thorough than it is now, that too many things are taught. I was in a district school from 1840 to 1850 and know about the methods used, and I say from all that sort of procedure called teaching, good Lord deliver us. I learned to spell, read, write and cipher, the grammar definitions, to bound the states and give their capitals, chief towns and rivers, and also locate a good many geographical names.

1. As to spelling. I learned to spell orally, but it was not all gained at the school, I can tell you. We had no

intellectual exercises other than spelling and the multiplication table, so we gave our attention to them at home. I often "stumped" a boy who worked with me on the farm to say all the multiplication table, but it was a *mechanical* affair, like so much Greek. The meaning of the words we spelled we never knew ; there were but few of them we used in writing.

2. Reading. We "read around," of course at school, but that did not teach us to read. We read and read at home, we borrowed books and read. It was the thousand and one readings out of school that made me a reader.

3. I did not learn to write decently at school ; the bad habits I contracted there clung to me for twenty-five years.

4. I learned the tables, how to do sums, etc., but got very little knowledge of arithmetic at the district school. Most of my skill in doing sums I acquired from older pupils ; it is not to be put to the teacher's credit.

5. Parsing I learned but little of ; over the definition of noun, etc., I spent three years. A great deal of time I say for the small amount I had to show. Parsing I learned at an academy.

6. Geography was limited to boundaries and capitals. I did learn where most of the names belonged as Berlin, Cordova, Herat ; it was done in this way : We played it as a game that one should give a name the other could not find. Oh ! many were the hours we so spent and delightfully, too—because it was *play*.

For more than ten years of attendance at the district school I had little to show, and the main reason was, those chosen as teachers were wholly incompetent, being usually farm hands who wanted to make some money. How could schools, taught by such people, produce the wonderful results claimed ? The answer is, they did not. As I look back on the district school I feel that what I learned, I mainly learned at home and from my companions.

Do the boys and girls at fifteen now, read as well as did the boys and girls of fifteen then ?

I have taken a great deal of pains to examine the work done in the district schools to-day ; it is not what it should be, but it is a great advance over what it was twenty-five years ago. The great advance is in this : there is a *reality now under the students' feet*. In the old days it was a repetition of words. The pupil now is shown a hat, and the word hat ; he learns to read about things he absolutely sees. He writes about insects, birds, leaves, etc., things he sees and handles. He spells words that represent things he handles. (I used to spell "inextricability," etc.) His geography begins at the school-house and widens out. He is set to read books of travel, biography ; his reading is supervised by the teacher. Nature study that is not understood is pursued to give him subjects of thought—the material about which he is to think, write, and spell. As to arithmetic, that is taught in a far superior manner.

On the whole, we have great occasion to be thankful the old district school has passed away.

They had a war in Ireland because a law was passed that they should no longer plough by lashing the plough to the horse's tail. There are some there, probably who mourn those good old days

Tifflin.

E. MARSHALL.

I regard THE JOURNAL as the best educational paper in the United States. It is thoroughly in touch with the latest developments in the field of education.

Coffeyville, Kan.

SUPT. S. A. HARBOURT.

Next week's issue will be the first of the "Monthly Method Numbers," which will contain all the articles, devices, exercises, etc., contained in the March number of THE TEACHERS' INSTITUTE, together with a valuable chart supplement of hibernating animals.



BERKELEY SCHOOL, NEW YORK CITY.

N. E. A. Meets at Buffalo, July 3-11.

(NATIONAL COUNCIL, JULY 3-7. GENERAL ASSOCIATION,
JULY 7-11.)

The executive committee are pleased to announce the successful issue of negotiations with the various railway associations, and their final action selecting Buffalo as the place of meeting, July 3-11, 1896.

The Trunk Line Passenger Association, including lines east of Buffalo, grants one fare for the round trip, plus \$2.00 (membership fee), with limitation of tickets for return to July 15. While this limitation is unusual and far from satisfactory, the committee decided that all interests of the association would be best served by accepting it.

The Central Traffic Association, including lines west of Buffalo, authorizes the same rates and ticket conditions as have been granted in former years, viz., one fare for the round trip, plus \$2.00 (membership fee), with extension of tickets, on the deposit plan, to September 1. The committee are especially indebted to the Central Traffic Association not only for preserving the same rates and ticket conditions as have heretofore been granted; but for their efforts to secure similar terms from other passenger associations.

The Eastern committee of the Western Lines Association, including territory between Chicago and Missouri river points, grants the same rates and ticket conditions as the Central Traffic association except that tickets are limited for return to 30 days from date of sale. It is hoped that arrangements may yet be made to secure throughout the territory of the Western Lines association the same extension of tickets for return as is granted by the Central Traffic association, viz., to September 1. Favorable action by other passenger associations is assured at an early date.

It is believed that the decision of the executive committee will meet with the general approval and hearty co-operation of all officers, active members, and others who are interested in the meeting for 1896. The advantages of Buffalo as a place for meeting are set forth in circular No. 1. It will readily appear that the place chosen offers unusual opportunities to Western teachers desiring to visit the East for the summer, since very low excursion rates will be made from Buffalo to Eastern points. It is doubtful if so favorable opportunities will ever again be offered.

The department officers are expected to press to early completion the programs for which they are respectively responsible. State directors and managers are urged to act promptly in completing their plans of organization for the Buffalo meeting. It is suggested that they should not fail to call to their aid the newly created active members in each state, and, through some form of organization, secure their active co-operation.

The educational press of the country have expressed a cordial willingness to co-operate with the officers in publishing information as to plans, programs, etc.; for this reason it has been decided that no "official bulletin" will be issued. It is advised that all newspapers be used as extensively as is consistent with the generous courtesy uniformly extended to educational interests.

IRWIN SHEPARD,
Secretary N. E. A.

NEWTON C. DOUGHERTY,
President N. E. A.

Venezuela in 1793.

Just now when so much is being said regarding the boundary lines, these facts will be of interest to teachers and pupils.—

An old text-book on geography, published in 1793, has been found in Plainfield, Ind. The title page of the book shows it to be, "The American Universal Geography, or a view of the present state of all empires, kingdoms, states, and republics in the known world and of the United States in particular, illustrated with maps of the countries described," by A. Doolittle, N. H."

A few extracts are given relating to Venezuela and Dutch Guiana.

The following text copied from page 658 of the book may not prove uninteresting at this time when so much is being said about Venezuela and Dutch Guiana.

"Dutch America—Surinam, or Dutch Guiana. This province, the only one belonging to the Dutch on the continent of America, is situated between 5 and 7 degrees north latitude, having the mouth of the Orinoco and the Atlantic on the north; Cayenne, east; Amazonia, south; and Terra Firma west. The Dutch claim the whole coast from the mouth of the Orinoco to the river Marowyne, on which are situated their colonies of Esse- quibo, Demerara, Berbice, and Surinam. The latter begins with the river Surinam, and ends with the Marowyne, including a length of coast of 120 miles.

"History—this colony was first possessed by the French as early as the year 1630 or 1640, and was abandoned by them on account of its unhealthy climate. In the year 1650 it was taken up by some Englishmen, and in 1662 a charter was granted by Charles II.

"About this time it was considerably augmented by the settlement of a number of Jews, who had been driven out of Cayenne and the Brazils, whose descendants (with other Jews) compose at present on half of the white inhabitants of the colony and are allowed great privileges. In 1667, it was taken by the Dutch, and the English having got possession about the same time of the then Dutch colony of New York, each party retained its conquest, most of the English planters retiring to Jamaica, leaving their slaves behind them, whose language is still English, but so corrupted as not to be understood at first by Englishmen.

"Spanish America—Terra Firma or, Castle Del Oro. Length 1,400. Breadth, 700 miles. Between 60 degrees and 82 degrees north latitude. Bounded north by the Atlantic ocean, here called the North sea; east, by the same ocean and Surinam; south, by Amazonia and Peru; west, by the Pacific ocean.

"It is divided into Terra Firma proper or, Darien, Carthagena, St. Martha, Venezuela, Comana, Paria, New Grenada, and Popayan. "The principal rivers are the Darien, Chagre, Santa Maria Conception, and Orinoco. The peculiarities of this last named river requires a particular description.

"It was Columbus who, in 1498, first discovered the Orinoco, the borders of which have since been named Spanish Guiana. This great river takes its rise among the Cordeleras mountains, and is said to discharge itself into the ocean by forty openings, after it hath been increased throughout an immense tract by the afflux of a prodigious number of rivers more or less considerable."



LARKIN GRAMMAR SCHOOL, CHESTER, PA.

Editorial Notes.

It is fitting that the approaching Horace Mann centennial should be celebrated in every American school to impress upon the people anew the obligations involved in the education of their children. Suggestions as to programs for suitable exercises will be given in later numbers of *THE JOURNAL*. Extracts from the most important addresses and writings of Horace Mann will be found in every issue, beginning with the present one, up to the date of the anniversary.

What does the National Educational Association propose to do? It certainly ought to give at least one session to appropriate exercises in honor of Horace Mann. *THE JOURNAL* would like to hear from readers who can suggest good programs for this event.

No one expects Mr. Charles S. Thornton, of the Chicago board of education, to put aside personal spite and prejudice and panegyrize the work of the Cook County normal school. He is not the man to do that. But there is absolutely no excuse for his seizing upon every opportunity to hurl all sorts of insulting charges at Colonel Parker, without a scintilla of evidence to support them. At a recent meeting of the board of education he indulged in particularly venomous attacks. The rebuke with which his most insulting utterances were received did not disturb him in the least; on the contrary, he seemed to derive edification therefrom. With characteristic lack of tact he derided those who participated in the hissing as clackers brought to the meeting by the management of the normal school. In short, he left no penumbra of doubt, that he is utterly unfit to continue to serve the city of Chicago as guardian of her educational interests.

Leading Events of the Week.

The trial of the men implicated in the Jameson raid begun in the capital of the Transvaal.—The Canadian parliament unanimously adopts resolutions declaring loyalty to Great Britain.—Leaders of the movement for the changing of the capital of Nicaragua from Managua to Leon arrested.—Financial experts declare that the great success of the government loan means a business revival.—Many towns in New Jersey suffer severely from the storm.—The New York chamber of commerce asks the legislature to restrict the erection of tall buildings.—A bill under consideration in Congress for the construction of a cable to Japan.—Death of William H. English, who ran for vice-president on the Democratic ticket in 1880; also of Brig.-Gen. John Gibbon, a gallant Union general and the author of "The Artillerist's Manual."—The queen's speech to parliament expresses a hope that the Venezuela boundary controversy will speedily be brought to a close.—The whole east coast of Newfoundland blocked with ice.—An optical invention is reported that enables the eye to see through anything that the Roentgen rays can pierce.—The resolution for the acknowledgment of the belligerency of Cuba is made a special order in the U. S. senate.

NOTE.

The conclusion of the series of articles on "Educative Instruction," by Professor Rein, will appear next week. Those who wish the complete series in pamphlet form should write at once to the publishers, E. L. Kellogg & Co., 61 East Ninth Street, New York.

Editorial Correspondence.

A first visit to Florida produces dissatisfaction and disappointment. Accounts of the country given by visitors leave out features that one is sure to see. Our reading and our imagination have conjured up a country that does not exist. The flatness of the land, the monotony of the pine forests, the lack of imagined flowers, the negro dwellings on the outskirts of the towns, the many cheap unpainted buildings, impress one unfavorably. It may demand several visits to cause the effect of this dissatisfaction to disappear.

The land is flat, for from Richmond to Cape Sable there are a thousand miles that once lay under the sea—it is an ancient sea-beach. The pine trees lack that beautiful variety found in a Northern forest. Flowers cannot be expected in the winter time. The negro dwellings on the outskirts are unattractive and often repulsive, the houses are not painted as smoothly and frequently as at the North.

The visitor, too, must reflect that he is in a country where the climate, the habits, and the customs are different from his own. Many fail, on their first visit to England, to derive pleasure from seeing an old structure like Conway castle; they ask why it is not put in repair; they would have Westminster Abbey reconstructed if they could. They compare everything with their own brand-new country, and would have all others made on the same pattern.

Florida is to be visited mainly for its superb climate; it is the Italy of America. It is essentially a new country; it was scarcely known before the late war; it is but sparsely settled; its settlers must confine themselves to raising mainly tropical productions. It cannot produce wheat and corn, like the great Northwest, and thus grow rapidly wealthy. The tide of emigration does not set southward; those that come here have usually tried other portions of the country first.

The severe weather of last winter proved a staggering blow to Florida. The trees were loaded with several million dollars worth of oranges; the fall of the temperature to twenty-eight degrees for forty-eight hours produced indescribable disappointment; all the work of the year came to naught. A visit at this time will exhibit the once beautiful orange groves in an unattractive aspect; this must be taken into account.

For many reasons the usual tide of travel has not made its appearance in Florida; another great source of profit has thus failed; misfortunes do not seem to come alone.

The visit of the superintendents has greatly interested the Jacksonville people. The board of trade has taken charge of the general arrangements. Major Russell, the former state superintendent of schools, was selected as the orator for the occasion, but he has been summoned away by death, and another voice will be heard. How delighted he would have been to have greeted the association. How eloquent his words would have been! There is not a living educational man who could speak with his force and fluency.

There will be plenty of room at the hotels and boarding-houses of Jacksonville for all who desire to attend this meeting; rates will be moderate, from \$1 to \$3 per day.

The weather there is delightful; the thermometer, with the windows wide open, stands at seventy-two degrees.

A. M. K.

N. E. A. Proceedings of 1895.

The Journal of Proceedings and Addresses of the meeting of the National Educational Association, held at Denver, Colorado, in the summer of 1895, has just come to hand. It is a bulky volume of over 1100 Pages.

The most interesting part is probably the report of the memorable Cleveland meeting of the Department of Superintendence, particularly pages 343-350 containing abstracts of the discussions of the Committee of Fifteen's report on the "Correlation of Studies in Elementary Education." These discussions should be read by every educator who is at all interested in the debate now going on between Dr. Harris and his followers and the advocates of the Herbartian principle of "correlation."

The papers read at the Denver meeting are printed in full. Many of them, no doubt, are worth the space they take up in the volume, but the majority ought to have been boiled down. In this busy age one ought not to be expected to wade through a mass of cant and meaningless phrases to get at the real substance of a speaker's arguments. The N. E. A. could well afford to appropriate a few hundred dollars annually to have its contributions properly edited. Why not appoint a board of qualified editors to do this work? It certainly is impossible for one person to do it properly. The present volume, if carefully edited, would not contain more than about 400 pages. To be sure, many speakers would not like to have their beautifully decorated productions shorn of all the tinsel and other flimsy appendages. But the report certainly is not to be a mere monument to put on the shelf as a dust-collector. The reader is the only one to be considered in the matter.

The discouraging size of the volume for 1895 will drive away many who would have cheerfully paid two dollars for a less bulky book if they had the assurance that every sentence was of some distinct value. Let the managers of the N. E. A. take this matter under immediate consideration. A volume of 1100 pages ought never again to be sent out.

The report of the International Congress on Education in 1893 would have covered almost 2,500 pages if the pruning knife had not been used. The writer, who assisted Dr. Calkins in the editing of several departments of that work, remembers several papers whose length was reduced more than one-half, while others, which were strung along in such a way that cutting was impossible, were simply condensed. One eminent psychologist presented a manuscript of over 70 pages, of which, when sent to the printer, only 23 were left. In fact, it would not have been difficult to cut it down still more, if time could have been found for another revision.

As an expurgated edition of the present report is hardly to be hoped for, the educator who wishes to obtain the really excellent contributions in it will have to buy a copy with rubbish and all, and mark the papers that, after a cursory reading, will appeal to him as worthy of a careful study.

The list of life and active members of the N. E. A. arranged by states, classes, and years of continuous annual membership must have cost Secretary Shepard a great deal of labor. It affords really interesting reading, showing as it does the strength of the association. The names of nearly all educators of prominence in this country are found among the number. Three Canadians are included: Inspector James L. Hughes, of Toronto; Vice-Prin. S. B. Sinclair, of the normal school of Ottawa; and Mrs. Mareau Hughes, superintendent of kindergartens, Toronto.

Secretary Shepard intends to issue a revised and enlarged list in the near future. Those who can aid him to collect the necessary information should do so at the earliest possible moment.

Educational Activity in Gotham.

NEW YORK CITY.—At the meeting of the committee on instruction the question of the appointment of two new assistant superintendents came up. There are several candidates mentioned for the vacancies, one of whom will be chosen from outside the city. Some of the names before the committee are Supt. Marble, formerly of Worcester, Mass.; Supt. Blodgett, of Syracuse; Dr. T. S. O'Brien, principal of school No. 18; Dr. John T. McGuire, principal of No 35; Dr. Joseph F. Taylor, of No. 87; Mr. Philip H. Grunenthal, of No. 79; Dr. John H. Davis, of No. 66, Kingsbridge, and Prin. Seth Stewart, of Brooklyn.

Dr. Edgar Dubs Shimer is also spoken of for this position by his friends, especially since his address before the Public Education society on the Teachers' Manual.

Dr. Shimer showed that the New York schools have been conducted according to the most advanced principles of pedagogy, and on established lines. In 1887 he used the Teachers' Manual, in an address before the University Convocation in Albany, to show that the gist of the whole subject was already incorporated into the New York school system. Although the manuals are prepared especially for the New York teachers, they are in great demand by progressive teachers all over the country.

The committee of instruction finds its hands full to find eligible teachers; the opening of new schools and increased attendance having exhausted the supply from the eligible list, so that the board cannot find teachers to fill positions. On recommendation of the committee the board adopted a substitute for section 58, subdivision 7, of the by-laws. The substitute, which is to be in force till May 1, 1896, provides that "In case of a vacancy occurring by the death, resignation, removal, or marriage of a teacher, by which a class is left without instruction, a licensed teacher, as substitute, may be employed to instruct said class for thirty school days from the date of such vacancy, but no longer."

The public schools were closed on Wednesday, Feb. 12, in honor of Lincoln's birthday. The public schools of Brooklyn were also closed.

It is among the probabilities that the headquarters of the board of education may be moved up town. A plot of ground has been purchased at Park avenue and 59th street, but this may or may not mean that this will be the location of the new building.

President Maclay has set aside Saturday from ten A.M. to one P.M. as "at home" day to his teachers, at his office in the Knickerbocker Trust Co. at Fifth Ave. and 27th St. The demands upon his time necessitate this arrangement.

The Pavey bill which was sent to the legislature by the board of education, provides that from and after June 30, 1896, the term of office of the present trustees of the common schools shall end and the said office be abolished, all power, authority and duties to devolve upon the commissioners of common schools then constituting the board of education.

The following are the spring lectures to be given under the auspices of the New York Society of Pedagogy:

Kant.—April 6, C. C. N. Y., Leader, H. W. Jameson.

Botany.—April 13-June 1, C. C. N. Y., Leader, L. H. Hoysradt.

Arithmetic.—March 24, G. S. 27, Leader, E. A. Page.

Music.—March 31-May 5, G. S. 27, Leader, A. T. Schaufler.

Physiology.—May 12-May 19, G. S. 27, Leader, Dr. E. R. Birkins.

Mineralogy.—May 26-June 2, G. S. 27, Leader, Dr. W. L. Ettinger.

Primary Drawing.—March 4, G. S. 27, Dr. J. P. Haney.

Moral Instruction of Children.—March 11-May 6, G. S. 27, Leader, J. W. Davis.

The following course of lectures will be given at the Normal college:

Wednesday, February 19.—Miss Lucy A. Yendes, "The Old and New in our Profession."

Thursday, March 19.—Edgar D. Shimer, "Roman Education."

Wednesday, April 15.—Emanuel M. Wahl, "The New Education: Its Aims."

Thursday, May 21.—Edgar D. Shimer, "Greek Education."

Wednesday, June 10.—Emanuel M. Wahl, "The New Education: Its Results."

Col. Parker will address the society; the date to be given later.

Going to Florida.

Next Sunday afternoon at 3:20 P. M., on the Florida Short Line Limited of the Southern Railway Piedmont Air Line, about one hundred school superintendents from New England and Eastern states leave New York to attend the national convention of school superintendents, which commences in Jacksonville, Feb. 18. The Southern Railway Piedmont Air Line are making special low rates for those attending the convention.

The Ainsworth Bill Again.

The State Medical society, after reflecting upon the Ainsworth bill, have concluded that it is "an offense against science, an offense against art, and an offense against religion." One physician spoke of it as "this widespread destruction of innocence."

While the matter of compulsory teaching of the evil effects of narcotics was pending in Massachusetts, very little was said either for or against it, but in New York the proposition was strongly denounced while before the legislature, and since the law has gone into effect criticisms as to its futility in reaching the desired end are many and bitter.

Teachers Want More Salary.

SYRACUSE, N. Y.—An organized movement is on foot among the teachers to obtain an increase in salaries. The male school principals ask for an increase from \$1,600 to \$1,800, and the female school principals want \$1,000. The room teachers who receive \$300 the first year, with an increase of \$25. a year till \$550 is reached, have asked for an increase of \$50 a year for teachers who have seen less than five years' service, and of \$100 per year for those who have been employed more than five years.

What the Pupil Taught the Teacher.

BROCKTON, MASS.—At a recent meeting of the Brockton Teachers' Union, Supt. W. C. Bates, of Fall River, spoke on the subject, "What the Pupil Taught the Teacher."

Mr. Bates brought out the idea that the teacher must cultivate the individuality of the pupil, in order to make him self-reliant and self-confident. Entertainment should be made a feature of school life. Pupils chafe under restraint and the perplexities of the school-room more than usual, a few moments spent in some entertainment that will make them forget their perplexities will well repay the teacher. The work of the rest of the session will be taken hold of with renewed force.

American Bachelors May Go to France.

American students will henceforth have less difficulty than before in gaining admission to French universities. A decree has passed the Conseil Supérieur de l'Instruction Publique opening the French faculties of science to foreigners on very advantageous conditions.

This has been effected by the reforms of the licence-es-science, a degree which must be taken before the doctorate. American students have hitherto frequented Germany almost exclusively, because of the liberty the universities of that country offer in the choice of studies, in permitting a change of university and in requiring no examinations excepting when the student applies for a degree.

The recent decree introduces all the best features of the German system into the French faculties of science. Hereafter a student will be admitted to these faculties on an American bachelor's degree, and will be permitted to choose his studies. After pursuing any scientific course a year, he can, if he wishes, apply for an examination in this branch, and if successful obtain a certificat d'étude.

The men who have been most active in accomplishing these reforms are M. Breal, of the Institute; M. Darboux, dean of the Paris Faculty of Science, and M. Laird, director general of higher instruction in France.

An American branch committee has been formed under the presidency of Professor Simon Newcomb, of Washington. On its list are the names of Mr. William T. Harris, head of the United States bureau of education; the presidents of the Johns Hopkins, Yale, Harvard, Cornell, and Columbia universities, the University of Michigan, Mr. E. R. L. Gould, Mr. Carroll D. Wright, Mr. Andrew D. White, and others.

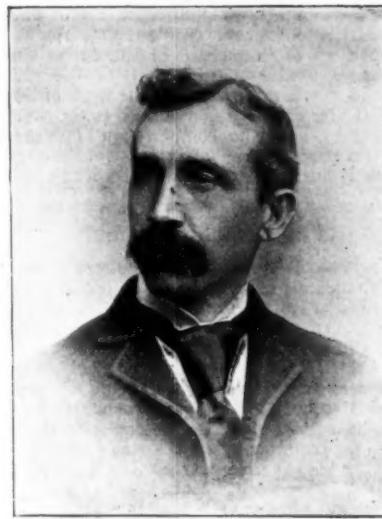
The French degrees are open to women as well as to men. The foreign students will be able to pursue courses at the special schools as well as in the faculties.

The Farmer's Child.

FREEMONT, ILL.—At the Farmers' institute "The Farmer's Child in the Public School" was discussed. County Superintendent Burton said that the farmer's child does not have a chance to secure an education, because of the money question. Farmers are taxed from 4 to 6 mills on the dollar for school purposes, while cities often make the rate 2 per cent.

D. F. Thompson said that the school sentiment in some districts is so low because of the poor directors elected.

Senator H. F. Aspinwall considered it absolutely necessary for farmers to spend more money on their schools. It should be the work of every farmers' institute to discuss educational matters. The ballot in the hands of the women will help solve these questions, as they will not be so much inclined to hire cheap teachers.



Benjamin C. Gregory.

Benjamin C. Gregory was born in the city of New York and his early education was received in the public schools of that city. He was graduated from the New York college in 1868. He then entered the Columbia College School of Mines and remained there for a time, giving especial attention to the study of chemistry. It was his intention originally to be a mining engineer, but circumstances turned him from that calling. He had at that time a private analytical laboratory in the city of New York, and the effect of this special study, as well as the subsequent business experience, has been to give him a broader outlook upon life than the school teacher or superintendent usually obtains.

After leaving the School of Mines, he became an actuary in a life insurance company and studied the intricate methods of that business with such earnestness that he became an expert.

He next turned his attention to journalism, becoming a reporter on the *Iron Age*. Here he obtained a large amount of journalistic experience and came in close contact with scientific business matters.

In 1873 he became a tutor in the College of New York remaining there for two years. He then took charge of a primary school in Newark, which was afterwards made the training school of the city, remaining under his supervision. In 1880 he was promoted to a large grammar school in the city and held the position until he resigned to take his present position in Trenton. While principal of this grammar school, he had the satisfaction of seeing it develop from a school of rather low grade to a position as the leading grammar school of the city.

Of Prof. Gregory's success in Trenton, it is almost impossible to speak with brevity. Upon his election as supervising principal he found the schools all disunited under the loose regulations of the city board of education. Each school was interested in its own prosperity alone, and jealous of the others. The methods of teaching were those dictated by a somewhat vague comprehension of professional knowledge; and modern educational ideas were to a degree, unknown. Under the guidance of Professor Gregory this forlorn condition of affairs has changed, and the schools of Trenton have become unified, and thus strengthened until they stand among the most progressive of the state, as was shown by the high order of their work exhibited at the Columbian Fair at Chicago.

Prof. Gregory brought this improvement about by inspiring the teacher with a professional spirit and giving the largest scope to her individuality. There are few cities in the country in which there has been such growth in these lines. Fully one-half of the number of his teachers may be said to be investigators.

One of the greatest monuments of Supt. Gregory's educational energy is the training school which has been established during his administration and conducted along original lines. It is turning out professional and thoughtful teachers, who are making their mark wherever they go.

A large voluntary class of applied psychology is another institution of Supt. Gregory's, and has been an active agent in bringing Trenton teachers to their present high position.

Trenton is distinguishable from other cities in the purity of methods by which teachers are appointed. At the present time the commissioners of public instruction are united with Supt. Gregory in holding that, in the appointment of teachers, considerations of merit should prevail to the exclusion of every other influence. This has been brought about by a system of ratings so clear that it is difficult to give the preference to mediocrity.

Supt. Gregory spoke before the Kindergarten Department of the N. E. A. last summer on "A Knowledge of the Kindergarten Indispensable to Primary Instruction." He has been appointed a member of Committee of Eleven on Child Study in the United States.

All this and much more has been the work of Supt. Gregory whose indefatigable energy is consecrated to the welfare of education in Trenton, and who combines with rare executive gifts, the equally necessary graces of courtesy, kindness, and tact, which eminently fit him for the position he occupies.

For Parochial Schools.

OTTAWA.—The Remedial bill to restore Roman Catholic schools in Manitoba is ready to be submitted to parliament. Its provisions are for a Roman Catholic board of education to put the measure into effect in spite of the Manitoba government, and in case state aid is refused the parochial schools are to get assistance out of school lands in the province, which are held for educational purposes by the federal government. In order to establish a parochial school a petition must come from the heads of five families, including at least ten children, and the school must be kept up to the requirements of the public school. Those who have studied the bill say it will cause much litigation.

Our National Airs.

CHICAGO, ILL.—A circular letter issued by Mr. Katzenberger, the supervisor of music, contains many valuable suggestions, one of which will appeal directly to all patriotic citizens. "It is the mission of our musical work," says Mr. Katzenberger, "to make the youth acquainted with those great glorifications of American citizenship, and, therefore, I insist upon it that all pupils in our musical classes shall commit to memory the most popular of those songs."

[Nothing touches the springs of patriotic impulse so quickly as a song, and children, especially, are easily impressed by music. One verse of the "Star Spangled Banner" will do more to inculcate love of country, than long speeches upon our country's glory and breadth. Every child in the country should feel a thrill of patriotism when our national airs are played or sung. It is well known that one seldom forgets the songs one learned in childhood, and the patriotic airs learned by the boy will be a part of the man's possession for all time. The boys of to-day will be our law makers to-morrow, and our country will be safer in the hands of men who were helped to reverence Old Glory by the stirring strains of the "Red, White and Blue" or "The Star Spangled Banner."]

Teachers' Pensions.

FALL RIVER, MASS.—The teachers' association of this city is about to consider the subject of pensions. The plan is not yet formulated, but that followed in other cities will probably be adopted, that is, a small percentage of a teacher's salary paid into the beneficiary fund will insure to an incapacitated teacher after a certain number of years, a certain per cent. of the original salary for life. Whether a fund will be payable to teachers during temporary incapacity, is not yet decided.

The teachers of Taunton have organized an annuity guild, and the New Bedford teachers are considering the subject. It is possible that all the guilds of Bristol county may combine to make one organization.

More Retrenchment in Chicago.

CHICAGO, ILL.—The study of German is to be curtailed in the graded schools. Regular teachers in schools where classes in German are small, will be asked to teach it, while teachers who cannot teach it will take charge of the English classes in the rooms of the teacher who is instructing in German. If the plan works, it will do away with 178 special teachers of German. Special teachers will study English courses, so that they may take positions in the graded schools.

The Township System.

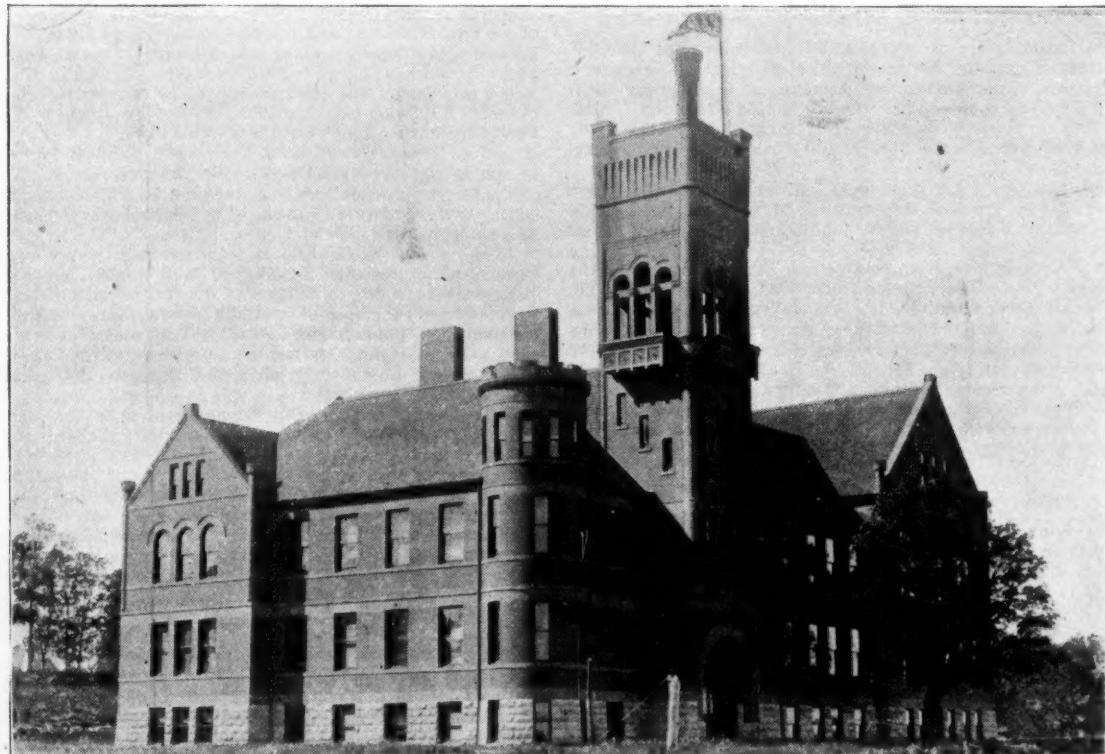
In the last Rhode Island legislature an attempt was made to make mandatory the present permissive law by which schools may be governed by town committees instead of by district trustees. No doubt an attempt will be made this year to pass such a law.

So long as the law is not mandatory it will not be universally adopted. The state superintendent, whom we understand to be sponsor for the law, wisely wishes to concentrate power and authority.

In New Jersey, where the township system has been tried, it has proved to be an unqualified success, the protests of near-sighted political autocrats notwithstanding.

Let It End Now.

BROOKLYN, N. Y.—The *Eagle* in commenting upon the dismissal of Principal Ridenour, deplores the fact that a case of this kind should be dragged before the public by means of the newspapers. That the manner of his retirement assumed a hard form is due, says the *Eagle*, to his resolution not to get out till he was



MOLINE HIGH SCHOOL, MOLINE, ILL.

put out. There is pretty good evidence that he at first agreed to leave under circumstances which would not injure his standing among his fellow-teachers, and that he afterward retracted his promise. While we cannot help saying, "Oh, the pity of it," no doubt the board is justifiable in taking the position it did. Perhaps the matter is not yet finished, as there is talk of further litigation.

Free Text-Books in Chicago.

CHICAGO, ILL.—A movement is on foot for the establishment of the free text-book system. Mr. Joseph W. Errant, who is the prime mover, believes that if the appropriation of text-books be increased from \$30,000 to \$100,000 for the fiscal school year of 1897, the free text-books will be secured. Mr. Errant favors the Minneapolis plan of addressing all the parents in the city, and asking for all the text-books owned by them. In this way Minneapolis secured 80,000 volumes, and it is believed that Chicago parents might send in 400,000.

The Intellectual Life.

ROCHESTER, N. Y.—At a regular meeting of the Teachers' Association Supt. Noyes gave an address upon "The Intellectual Life." "The essence of the intellectual life is the constant striving for higher thoughts, and the habit of selecting subjects and pursuing them is not alone the legacy of a well-stored mind. The austere law is this: improve your talents or you lose them."

He reminded the teachers that although one might think himself lacking in capacity, he might become, through constant application, developed if not famous. "Great minds are not reared in palaces of kings." They struggle through the most adverse circumstances. Every man must learn to live, study, and die for himself.

Supt. Noyes urged the necessity of reading standard literature, and asked the teachers to use their influence to make others read. Macaulay, Thackeray, Irving, Lowell, and many others were mentioned as worthy of careful study.

The association is considering the formation of reading clubs for self-improvement and the promotion of the cause of education.

Brief Notes.

BROOKLYN.—Superintendent Maxwell has received an official reply from State Superintendent Skinner, regarding the teaching of temperance in the Brooklyn schools, according to the provisions of the Ainsworth bill. Unless the superintendent is able to make affidavit that the branch has been taught during the year, 1896, Brooklyn will lose her apportionment of public school money in 1897. Just how the requisite \$20,000 is to be raised for text-books, Supt. Skinner says is a matter for the local authorities to decide.

TORONTO, CAN.—A training school for French and English teachers is to be established in Ottawa. The principal will be attached to the normal school staff, and the schools of the city will be used for the purpose of practice.

WALTHAM, MASS.—After a trial trip of five months vertical writing has been adopted in the schools.

It is very doubtful if the state normal schools at De Kalb and Charleston will be ready for occupancy by September next, as has been expected. The plans for both schools exceed the available funds of the trustees by \$50,000. The governor appointed a Chicago architect to scale down the plans, but it appears that the trustees have aimed too high, and it is out of the question to build as they wish with the funds in hand.

POTTSVILLE, PA.—The first step in the enforcement of the compulsory education law will be taken this spring when borough and township assessors will be required to make a correct list of all children in their respective districts between eight and thirteen years. The law was passed in March, 1895, but it is not to go into effect until the opening of the school term of 1896-7.

QUINCY, ILL.—Professor R. A. Byrd, of the Lincoln school, has been appointed commissioner of education for Illinois and Missouri. These states belong to the Tennessee Central Educational Society, which will hold its next meeting at Nashville, Tenn., in May, 1897.

ALBANY, N. Y.—A bill has been introduced into the senate by Senator Charles Davis, to forbid the practice of vivisection in the public schools of this state. It also forbids the exhibition of any animal upon which vivisection has been practiced.

It is estimated that the railroad companies received over \$200,000 from teachers who attended the Denver meeting last July.

NEW YORK CITY.—It is seldom that a private school man joins public school teachers in their associations. We take pleasure

in noting that at the Queen's County Principals' Conference which was held at the rooms of the American Book Company, Feb. 8, Head-master Frederick Gammie, of St. Paul's Cathedral school, Garden City, spoke on the "Relation of Public and Private Schools."

Otto Ortell, of Union Hill, N. J., has been invited to deliver a lecture on "Pestalozzi; his Life and Works," before the Teachers' Association of Hoboken, March 11. This lecture which was lately given before the Teachers' Association of North Hudson county, is based on original research and has elicited much favorable comment.

ANN ARBOR, MICH.—At last the university has a woman professor, Miss Mosher having been appointed to the chair of hygiene. This step is supposed to be a concession on the part of the regents to the need of a college chaperone, which has been urged by anxious mothers. While co-education has never brought serious scandal upon the university, still the atmosphere of the institution cannot but be improved by the new professorship, which really is that of moral hygiene.

CHICAGO, ILL.—The board of education has abolished the position and departments of special teachers in drawing, singing, and physical culture, the change to go into effect at the end of the school year of 1897. This resolution, which was introduced by John S. Miller, compels all grade teachers to qualify themselves in these studies so that they may be able to teach them by the end of 1897. Teachers who cannot pass an examination in these branches will be dismissed.

BUFFALO, N. Y.—Principal Orrin G. Bugbee, of school No. 39, has been appointed to the head of the new Elmwood avenue school. Principal Thos. McGreery takes Mr. Bugbee's place in No. 39.

Prize Poster Contest.

The Century Co. offers three prizes of \$125, \$75, and \$50, for the three best designs for a poster advertising the Midsummer Number of *The Century Magazine*. The offer is open to every one, whether professional artist or amateur, and is subject only to the following conditions:

The design must be calculated to advertise the Midsummer Holiday Number of *The Century*, and should be suggestive of the season. It must bear the words "Midsummer Holiday Number," "August," (small), and "The Century." Only finished sketches (in color and full size) will be considered, and designs must be capable of reproduction (either by lithography or zinc plates) in not more than four printings. The size of the paper on which the poster will be printed will be not over 15 x 21.

Designs must be submitted on or before the 30th day of April, 1896, at 5 P. M., at the office of The Century Co., Union Square, New York. Neither name nor initials should appear upon the sketch, but a small device should be drawn in the margin, and the full name and address of the artist placed in a sealed envelope bearing the same device and sent with the sketch. The envelopes will not be opened until after the award is made.

The judges will be three well known artists whose names will be announced later. They will be asked to consider the effectiveness of the posters from the advertising standpoint, and the ease and cheapness with which they can be reproduced, as well as their artistic beauty.

The announcement of the prize-winners will be made as soon after May 1, as possible; the successful contestants will be promptly paid, and the three prize designs will become the property of The Century Co. If the unsuccessful designs submitted should be of sufficient interest to warrant an exhibition, the company reserves the right to retain any or all of them for exhibition purposes until January 1, 1897, when they will be returned to the artists.

Killed by a Carbuncle.

ANSONIA, CONN., Jan. 26.—Miss Ida J. Hart, principal of the public school in Huntington Center, noticed a slight swelling on her face on Sunday. She paid little attention to it, and kept about her duties until Thursday, when she consulted a physician. He pronounced it a malignant carbuncle. She became unconscious on Friday, and remained in that condition until night when she died. The medical examiner gave the carbuncle as the cause of her death, it having poisoned the brain.

I congratulate you on the vigor with which your JOURNAL is conducted. I think you will make it indispensable to every teacher. Your articles for this week (February 8th) on the Herbartian method are very instructive.

W. T. HARRIS.

Washington, D. C. U. S. Commissioner of Education.

Others have been wonderfully benefited by Hood's Sarsaparilla, why not you?

New Books.

In *The Principles of Argumentation*, by George Pierce Baker, assistant professor of English in Harvard college, the aim has been to point out the fact that there is argumentation which exists independent of the rules that govern the handling of evidence in court, independent of legal procedure. It is the argumentation of every-day life. The topics treated are: the nature of argumentation, analysis, briefs, and brief-drawing, the preparatory reading for argumentation, evidence, the forensic itself, persuasion, and some final suggestions. The subject is considered in such a straightforward, practical way that it will afford much needed help to students who aspire to excellence in argumentation. (Ginn & Co., Boston.)

Some of the best literature in the world consists of translations from the French. A volume lately placed before the public entitled *The Three Apprentices of Moon Street* is of this character. The illustrations are reproductions of pictures a French artist so well knows how to draw, and up to this time no one else. The illustrations of this volume are really remarkable in every way; it seems as though it would be impossible to surpass the tone coloring and point they exhibit; they are by Reverend and Steck. The story is simple and natural; it begins with an apprentice in a jeweler's store; then another character is introduced, a Mother Bonnet; then her son John. Then comes surprising occurrences: robberies, visits to the country, and a succession of matters all told in the charming style of which Georges Montorgueil is the master. The volume is an unusually bright one and contains entertainment for all classes of readers. It is beautifully printed and bound. (Thos. Y. Crowell & Co., New York.)

A very valuable book has just been issued by Roberts Brothers, Boston, which will have a real value to the artist and to those of artistic proclivities; it is entitled *Imagination in Landscape Painting*, and its author is Philip Gilbert Hamerton, whose opinions are held in the highest possible esteem. It discusses in twenty chapters numerous subjects rightly related to the general theme chosen, and all of them possess an interest to those who are looking into the artistic qualities in nature. There are numerous illustrations that tend to make the statements of the text clear; so that the volume is one that deserves to be on the shelf of the art student, the art critic, and all who feel the art element in landscape especially.

The book entitled *Select Minor Poems of John Milton*, in the handsome Studies in English Classics series comprises the "Hymn on the Nativity," "L'Allegro," "Il Penseroso," "Comus," and "Lycidas." James E. Thomas, of the Boys' English high school, Boston, the editor, has given a somewhat detailed life of Milton, a chronological table, introductions to the several poems, carefully edited text, numerous concise and pointed notes, etc. Milton is a poet that it is often hard for young people to understand. This book is a good expounder of the great bard and will help to form a taste for his great poems. (Silver, Burdett & Co., Boston.)

A book lately issued, *Old Testament History for Junior Classes*, by the Rev. T. H. Stokoe, D. D., late head master of King's college school, London, is an attempt to supply the want felt by many of a book to help familiarize pupils with the language of the Bible, and in which the importance of some general knowledge of Old Testament history is recognized. The narrative

covers the time from the creation to the settlement of Palestine. The author has endeavored, by clearness of arrangement, and simplicity of language, to make the book intelligible to young learners. It is intended for the lower classes of public schools, for preparatory schools, and for other elementary instruction in Scripture history. (Macmillan & Co., New York. 60 cents.)

Without any introductory preface of his own Mr. Jules Luquien, Ph. D., modestly follows the newly established custom of annotating fragments of French literature for the use of advanced college students. In his book, *Places and Peoples*, of 175 pages, issued by Ginn & Co., 1895, which French people will also read with interest, we travel guided by the descriptions written by six notable French authors. It is to be hoped that Prof. Luquien will not stop at this first volume; there are still some very attractive pages about "Places and Peoples," to be found in the works of the foremost French authors. J. SULZBACHE.

In *Silas Marner* George Eliot pauses less frequently to preach than she does in some of her other works, which, admirable as they are in many respects, are somewhat marred as works of art by this tendency. The story teaches a valuable lesson—the danger of tampering with truth, for George Eliot had a strong moral sense, even if she was classed as a skeptic. The story has been issued for school use as No. 83 (double number) of the Riverside Literature series. (Houghton, Mifflin & Co., Boston, 40 cents.)

Two Years Before the Mast was written by a young man who made no pretensions to literature, yet on account of the clear, vivid style of this personal narrative and the interesting life it describes it has held its place as a classic. Richard Henry Dana, Jr., has written little else, yet this early work is sufficient to give him a permanent place in our literature. It is published as Number 84 (quadruple number) of the Riverside Literature series. (Houghton, Mifflin & Co., Boston. 60 cents.)

Stories for boys are always in demand, and Horatio Alger, Jr., seems always to be able to please their insatiate fancies. In *Adrift in the City* he has kept up the interest from the beginning to the end. Possibly the situations are not wholly natural, but there is enough naturalness to make the book very readable. Mr. Alger always adds a benefactor where he introduces a rogue, and that reconciles us to the evil that he portrays. He makes the world out a good deal better than it really is. But the author never deteriorates readers and that is a good point. (Henry T. Coates, Philadelphia.)

A volume full of unusual interest with the title *The Gospel of Buddha* is now before the public. The teachings of this remarkable and noble character as scattered through the sacred books of the Hindus have been collected and collated by Dr. Paul Carus and placed within reach of the student. It is an exceedingly interesting book for those who would know what religious principles our Aryan cousins have to guide them. It shows that many of the Buddhist and Christian principles are identical, thus disclosing that the Creator has not left himself without witness in India. Those who want to study religion will find this work of a learned and sympathetic scholar a most efficient help. (Open Court Publishing Co., Chicago.)

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are not desirable in any home. Insufficient nourishment produces ill-temper. Guard against fretful children by feeding nutritious and digestible food. The Gail Borden Eagle Brand Condensed Milk is the most successful of all infant foods.

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Chas. B. Scott, Instructor in Science and Nature Study, State Normal School, Oswego, N. Y.: The best book in its line that I have seen. Our pupils are greatly interested, and are gaining in power of personal investigation, as well as learning much of value to them.

Chas. F. King, Master of Dearborn School, Boston: I have used the course in my classes with the best results.

G. C. Hubbard, Instructor in Natural Science, State Normal School, St. Cloud, Minn.: Bailey's Physics appears to me to be the best work of its class in the department to which it is devoted.

Francis W. Parker, Prin. Cook Co. Normal School, Ill.: I have known Mr. Bailey for years, and know him to be an excellent teacher of science.

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Interesting Notes.

It is curious to note how the progress of knowledge causes the medical profession to change its opinions. It has always been thought that the use of new bread is most unhealthy, a doctrine which is religiously believed in and acted upon in most households. But a Russian doctor now asserts that new bread is far more beneficial to the consumer than that which has been cut and exposed to the air, and has had time to gather the numerous germs which find in the material a nutrient medium. The heat of the oven is destructive to these germs, and hence new bread is found to be perfectly free from them.—*Home Science Magazine*.

Mr. Lowell has published an extensive, and apparently very accurate, series of measurements of the diameter of Mars, made at the Flagstaff observatory at the planet's last opposition. He finds for the equatorial diameter 4,233 miles, and 4,221 for the polar, with an "oblateness" of 1-190. It is interesting to note that this is precisely the oblateness deduced mathematically by Hermann Struve from the motion of the planet's satellites, and published almost simultaneously with Lowell's paper. Mr. Lowell, from his measures, gets also an interesting by-product in the shape of a demonstration of a small but distinct twilight-arc, about 10° long. The data are not sufficient to determine the extent or density of the planet's atmosphere with any accuracy, but prove its existence beyond doubt.

Dr. Max Wolf's method of detecting minor planets by photography is described in a recent number of *Nature*. He uses a six-inch portrait lens of thirty inches focal length in his telescope, which gives him a field of about seventy square degrees. To make sure that the trails of the planets are not defects in the plates, two photographs of each region are taken with an exposure of two hours. A positive and a negative are put together with the films in contact where the trails appear as a continuation of each other. Another method is to look at the photograph through a stereoscope, the planet then appearing in relief. Dr. Wolf has never looked through the telescope at any of the many planets he has discovered by the photographic method.

Richard Harding Davis' papers on travel in Central and South America, published in *Harper's Weekly* and *Harper's Magazine* appear in book form under the general title *Three Gringos in Venezuela and Central America*. The brilliant description of Caracas, the "Paris of South America," the capital of Venezuela, will perhaps attract more attention at this time than any other single feature of the book.

Walter Baker & Co., Limited, Dorchester, Mass., the well-known manufacturers of Breakfast Cocoa and other Cocoa and Chocolate preparations, have an extraordinary collection of medals and diplomas awarded at the great international and other exhibitions in Europe and America. The house has had uninterrupted prosperity for nearly a century and a quarter, and is now not only the oldest, but the largest establishment of the kind on this continent. The high degree of perfection which the company has attained in its manufactured products is the result of long experience combined with an intelligent use of the new forces which are constantly being introduced to increase the power and improve the quality of production, and cheapen the cost to the consumer.

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The center of population in 1790 was about twenty-three miles east of Baltimore; in 1800, about eighteen miles west of Baltimore; in 1810, about forty miles northwest

of Washington; in 1820, about sixteen miles north of Woodstock, Va.; in 1830, about nineteen miles southwest of Moorfield, W. Va.; in 1840, sixteen miles south of Clarksburg, W. Va., in 1850, twenty-three miles south of Parkersburg, W. Va.; in 1860 twenty miles south of Chillicothe, O.; in 1870, forty-eight miles east of Cincinnati; in 1880, eight miles west of Cincinnati; in 1890, twenty miles east of Columbus, Ind.

The lake of Uramia, in Persia, contains more salt than any other body of water in the world. On analysis the water has been found to contain even more salt than the Dead sea, which holds twenty-six per cent., or eight times as much as the ocean.

The average height of man in the United States is 5 feet 10 $\frac{1}{2}$ inches; in England, 5 feet 9 inches; in France, 5 feet 4 inches; in Belgium, 5 feet 6 $\frac{1}{2}$ inches.

The area of the British colonies is 8,000,000 square miles, that of the French 3,000,000, of the Dutch 660,000, of the Portuguese 206,000, of the Spanish 170,000, of the German 99,000, and of the Danish 74,000.

It is said that foods stored in an atmosphere of carbonic-acid gas are preserved indefinitely, the freshness and flavor being retained better than by the use of ice.

Hunger, says Carroll D. Wright, has caused more men to commit petty crimes than anything else. Of six thousand nine hundred and fifty-eight homicides in 1890, five thousand one hundred had no trades.

The powder used in big guns is queer looking stuff. Each grain is a hexagonal prism, an inch wide and two-thirds of an inch thick, with a hole bored through the middle of it. In appearance it resembles nothing so much as a piece of wood. If you touch a match to it, it will take seven or eight seconds to go off.

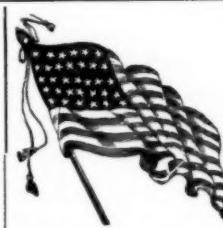
M. Fremont has proved by experiment that water kept for twenty minutes at 176 degrees Fahrenheit loses all the deleterious germs it may have contained without being deprived of its gases or precipitating the salts contained in it, and the flavor is not modified.

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February 15, 1896

The Lungs and Their Diseases.

We commence to-day the publication of a series of extracts from the lectures of the venerable specialist in lung complaints, Dr. Robert Hunter, of this city. They will be continued from week to week, and embody everything of interest and important for the public to know regarding the lungs and their diseases.

No. I.

Now that we have the means of curing the lungs with certainty, in most cases, if only applied in time, it becomes of the utmost importance that the people know what are the diseases which affect our breathing organs—how they arise, in what way they lead to consumption, how consumption can be prevented, and the principles which govern its curative treatment. The diseases which affect our breathing are: catarrh of the head and throat, influenza and la grippe, laryngitis, bronchitis, asthma, pneumonia, and tuberculosis or consumption.

All of these, except consumption, are caused directly by congestion or engorgement of the air passages and lungs. Cold is the most common cause of such congestion, but it may also arise from breathing an atmosphere charged with dust or with gases which irritate the mucous membrane of the air passages. When the external surface of the body is chilled the blood is driven to the internal surfaces; this rush of blood to a part produces what is known by the term congestion. Unless it be quickly relieved the blood lingers and stagnates in the capillaries, causing first irritation and ending in inflammation. The part which becomes the most inflamed determines the name of the disease. If it be the head and throat it is called catarrh or influenza. If

the top of the windpipe, it becomes laryngitis or croup; if the air tubes of the lungs, we call it bronchitis or asthma, according to the form it takes; and when it involves not only the lining of the tubes, but the whole tissue entering into the formation of the lung, it becomes pneumonia. All of these diseases occur in an acute form, and may end fatally in a few days or weeks. The deaths from acute pneumonia and bronchitis number many thousands each year in this city alone. Most of such attacks, however, lose their acute character and continue in a chronic form in which, if the patient's vitality be great, they may linger for months or years before ending in consumption, which is the natural and almost inevitable ending of all chronic inflammations of the air passages and lungs.

The first effect of chronic inflammation of the mucous lining of the nose, throat, and bronchial tubes is to alter the natural mucous secretions, producing at first a thick, tenacious phlegm, which clogs the tubes and diminishes the freedom of breathing. As the inflammation becomes more inveterate it abrades and destroys the epithelium, producing ulcerations, after which the matter expectorated changes to a mixture of mucous and pus combined.

All this occurs and continues for a longer or shorter period, attended by cough and expectoration, often by hectic fever and night sweats, and occasionally by spittings of blood and loss of flesh and strength before the setting in of consumption.

In my next I will explain what consumption is and how it engraves itself upon the chronic diseased surfaces of the lungs.

ROBERT HUNTER, M. D.

117 West 45th St., N. Y.

NOTE.—Dr. Hunter's discoveries and treatments are fully explained in a pamphlet which readers of THE JOURNAL can obtain without charge by addressing him as above.

New Books.

The years that mark the beginning of any great institution are the most interesting to the student of history, for one there sees it in embryo, and can understand many things that otherwise would be incomprehensible. The Christian church is such an institution; its Founder made no attempt at organization. It was inevitable that such should result, yet it was the work of centuries. The growth of the church organization during the first three centuries is traced in the volume by William Strafford Moxom, on *From Jerusalem to Nicæa*. The matter contained in the book was given as a series of lectures under the auspices of the Lowell institute, in Boston. They are printed as they were delivered save that much matter, consisting of illustrative quotations from the early Fathers, which had to be omitted in the delivery, appears in these pages. The book will be of great service to those who cannot read the large works on early church history. All the essential facts are here presented in small compass, so that for most students it will answer the purpose better than the larger works. The different chapters treat of the rise and spread of Christianity, the organization of the early church, the Apostolic Fathers, the struggle with heathenism: the persecutions, the apologists, the struggle within the church: heresies, the Christian school of Alexandria, and the first ecumenical council. It thus takes the history up to the time when the church may be said to have been fully organized. (Roberts Brothers, Boston. \$1.50.)

A novel that is full of interest, though it stretches the imagination and the credulity to the utmost limit, is that of *Zoraïda*, a romance of the harem and the Great Sahara, by William Le Queux. It is replete with mystery, love, and adventure, and the descriptions of desert life and the ways of

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the barbarous Bedouins are so vivid that we cannot but feel that the author has had experience in desert life himself. The strange adventures of Zoraida, the beautiful Arabian woman, and her lover, and the story of the revelation of the hidden treasure through the Crescent of Glorious Wonders prove very fascinating to the reader. The book has numerous illustrations by Harold Piffard. (Frederick A. Stokes Co., New York.)

The Evolution of Whist by William Pole, F.R.S., is a study of the progressive changes which the game has passed through from its origin to the present time. The appendices give some model whist hands of early date, the constitution of the American Whist League, the American laws of whist, and examples of matches played in duplicate at American whist tournaments. (Longmans, Green & Co., New York. \$1.50.)

Jean Belin, called the French Robinson Crusoe, from the French of Alfred de Bréhat, is a book which will be eagerly read by the young people into whose hands it may come. Jean and his companions are thrown upon an uninhabited part of the coast of Africa, and show the same fertility of resources in adapting themselves to their surroundings, and causing the wilderness to yield up its treasures for their comfort, as did the heroes of the former story. (Lee & Shepard, Boston. \$1.50.)

Magazines.

The instalment of David A. Wells' "Principles of Taxation," in Appleton's *Popular Science Monthly* for February contains descriptions of the tax systems of China and Japan, and shows that, although taxation has prompted many of the most dramatic incidents and important movements of history, only two or three works have been devoted to this subject, and hardly any use has been made of it in literature

The Century Co. has arranged with General Horace Porter for the publication in *The Century Magazine* of his personal reminiscences of General Grant during the war. The papers consist of General Porter's memoirs of his intercourse with great commander, both in the line of duty as his staff officer and as a friend who shared his confidence to the end of his life. From the beginning of the intimacy General Porter made notes of important conversations bearing on military acts, and of the recollection and anecdotes which, contrary to his reputation as a silent man, were characteristic of Grant's moments of relaxation. The papers will be elaborately illustrated with portraits, reproductions of famous pictures, and new and original drawings in the style which has made *The Century* historical series famous.

The Cosmopolitan has put in an extensive lithographic plant capable of printing 320,000 pages per day (one color). The January issue presents as a frontispiece a water color drawing by Eric Pape, illustrating the last story by Robert Louis Stevenson. The cover of *The Cosmopolitan* is also changed, a drawing of page length by the famous Paris artist, Rossi, in lithographic colors on white paper takes the place of the manilla back with its red stripe. Hereafter the cover is to be a fresh surprise each month.

Harper's Magazine contains from month to month a large number of the very best short stories. Three appear in the number for February. "A Snipe-Hunt," a story by M. E. M. Davis, is a humorous sketch of the rural South; "A Mother in Israel," by the late H. H. Boyesen, is a tale of Odessa and New York; and "Her Boy," by Robert Stewart, is a study of a reduced gentleman.

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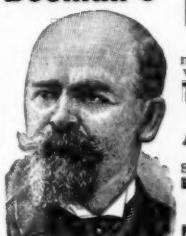
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The numbers of *McClure's Magazine* beginning with November contain articles that will furnish something of unusual readability apropos of Lincoln's birthday. The publishers have in hand now some sixty or seventy different portraits of Lincoln, the greater part of which are practically unknown to the people of the United States, and many of them have never been reproduced in any form.

The *Home Science Magazine* is a new publication, the articles of which are written by experts, but in such a way that they can be appreciated by the general reader. There are departments devoted to geology and meteorology, botany, chemistry, and electricity. The chemistry of cookery will receive special attention.

The complete novel in the February issue of *Lippincott's* is "Ground-swells," by the well-known writer, Mrs. Jeannette H. Walworth. The scene is in New York city, and the heroine is, or tries to be, a new woman. Dr. Harvey B. Bashore gives an interesting epitome of the furthest researches of geology in a rapid sketch of "The First Days of the World." "The Aerial Monasteries of Greece" are described by Charles Robinson. "The Child and his Fictions" is a pleasant and suggestive paper by Elizabeth Ferguson Seat.

The January issues of *Littell's Living Age* contain many papers of more than usual interest and value. Among others may be mentioned "Lord Salisbury," by Augustin Filon; "Matthew Arnold in his Letters," by Alfred Austin; "Kashmir," by Sir Lepel Griffin; "The Air-Car, or Man-Lifting Kite," by Lieut. B. Baden Powell; "Corea and the Siberian Railway"; "Muscat," by J. Theodore Bent; "In the Wild West of China," by Alicia Bewicke Little.

The contribution in the February *Atlantic* which will attract perhaps the widest attention is an able paper entitled The Presidency and Mr. Reed. It is a thoughtful presentation of the requirements of the presidential office and a discussion of Mr. Reed's fitness for it. It is the first of a promised series upon the issues and some of the personalities of the forthcoming campaign.

Charles Dana Gibson showed his art instinct almost in his babyhood. When he was eight years of age he amused himself by cutting silhouettes from paper with scissors. These were so spirited that they astonished his friends and even attracted attention of art critics. In the February *St. Nicholas* Christine Terhune Herrick tells of Mr. Gibson's boyish work, and there are reproductions of many of his remarkable paper figures.

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You're sick because your
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Literary Notes.

D. Appleton & Co.'s list of announcements for February include the following: *A History of the Warfare of Science with Theology in Christendom*, by Andrew D. White; *Teaching the Language-Arts*, by B. A. Hinsdale; *Greenland Icefields and Life in the North Atlantic*, by Prof. G. Frederick Wright and Warren Upham; *In the Blue Pike*, by George Ebers; *Voice Building and Tone Placing*, by H. Holbrook Curtis, M. D.

The January issues of the Riverside Literature Series, published by Houghton, Mifflin & Co., of Boston, New York, and Chicago, are [No. 89] *Gulliver's Voyage to Lilliput* and [No. 90] *Gulliver's Voyage to Brobdingnag*. These books are published in paper at 15 cents each, and are also bound together in one volume in cloth covers at 40 cents.

Ginn & Co. have published in the Classics for Children Series *White's Natural History of Selborne*, edited with an introduction and notes by Prof. Edward S. Morse, director of the Peabody Academy of Science, Salem, Mass. This has become one of the immortal works of English literature. It is an old book written over one hundred years ago, which has been somewhat crowded aside by the present generation of young readers in the countless multitude of the ephemeral books of the day.

Ex-President Harrison's next article in his series in *The Ladies' Home Journal* will tell what it means to be president of the United States. He will outline the president's power, his duties, and how he discharges them; the trials and annoyances to which he is put, and show what the central idea of the president is and how he tries to carry it out. General Harrison also explains what relation each cabinet officer holds to the president, and tells of his own relations with his cabinet when he was president.

Prof. James Bryce, M. P., author of "The American Commonwealth," is to contribute to early numbers of *The Century* a group of three papers on South Africa, the fruit of his study of that region during a recent trip from which he returned to London about the first of January.

Anatole France has recently been elected to succeed Ferdinand de Lesseps in the *Academie Francaise*. Few contemporary French writers have written so delightfully about children as he. His charming fairy tale *Abelie* has been annotated by Charles P. Lebon, junior master of the English high school, Boston, and published by D. C. Heath & Co., Boston.

For upwards of two years the publishers of *McClure's Magazine* have been quietly gathering material and pictures for a new life of Gen. Grant. They believe that they have made a larger collection of portraits of Grant (many of them rare) and other pictures relating to his life, than has ever been made before. This biography will bring out the real Grant in the same manner as Lincoln is presented in the "Life" now running in *McClure's*.

The translation of *Ben-Hur* into Arabic was the last work done by Dr. Van Dyck, who was the oldest American missionary in Syria.

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